



WATERMARKS CLASSROOM GUIDE
A public art project of Metro Arts

FOREWORD BY THE MAYOR

As we mark the third anniversary of the historic flood of 2010, we unveil Watermarks as a celebration of the spirit of community and a remembrance of the volunteer efforts that put our city back together. This art is a lasting tribute to how we joined hands as a city to help our friends, neighbors and even strangers emerge from the experience and show, once again, that we live in a city where charity and compassion are embedded in the culture.

Each of the artworks is about perseverance, strength and respect - the phoenix rising from the ashes. Through Watermarks, we honor the lives and homes lost with the creation of quiet spaces within our parks to reflect, remember and grieve. These sacred spaces are about renewal and will serve as a place to evoke the resilience of our fellow Nashvillians.

I am proud to launch this classroom guide as a way to learn more about ourselves, our city and its recovery. I hope teachers for years to come will teach their students about the importance of identity, community and service to one another.

Mayor Karl F. Dean

PUBLIC ART IN NASHVILLE

A bill creating the public art ordinance was announced on March 24, 2000, by the former Mayor Bill Purcell and adopted on May 16, 2000, as BL2000-250 by the Metropolitan Council of Nashville and Davidson County. The ordinance dedicates one percent (1%) of the net proceeds of any general obligation bond issued for construction projects to fund public art. Construction project means the building or erection of any public building, structure, park, or parking facility and will also include the reconstruction, replacement, extension, repair, betterment or improvement of any public building, structure, park or parking facility where the cost of the improvement exceeds fifty percent (50%) of the value of the existing entity. In addition to a percent for art process, the ordinance expands the public art program to include the ability to receive donations of cash and/or tangible art to fund or place public art in Nashville.

PURPOSE

The purpose of the public art program is to strengthen the positive reputation of the community, enhance the civic environment, and enrich the lives of citizens and visitors through the involvement of professional artists to integrate public artwork throughout Metropolitan Nashville and Davidson County.

Since Nashville's public art program began, more than sixteen permanent works of art have been added to the public art collection. Twenty (20) additional works of art are in varying stages of being commissioned, fabricated and installed. More about the collection can be found here: www.artsnashville.org

Our goal is to integrate artwork into a variety of public sites throughout the city so that every citizen can experience cultural enrichment and enhancement of our parks, libraries, roadways, mass transit and civic spaces while supporting the cultural identity of our city. Artwork is selected by citizen selection panels comprised of professional artists, arts and design professionals, community and site representatives. Recommendations are made to the Public Art Committee and the Metro Nashville Arts Commission for review and final commission.

"The May 2010 floods showed the bravery, determination, and spirit of our citizens in the face of tragedy and devastation. Public art is integral in creating a sense of pride in place and a sense of renewal of spirit"

We determined a series of neighborhood-based public art works rather than a single downtown monument was a greater way to honor the experiences of individuals and the neighborhoods, who were each affected in unique ways.

The intent of each artwork is to create quiet gathering spaces in neighborhood parks where families can gather to honor, remember or grieve.

HOW TO USE THIS GUIDE

The art created for the Watermarks project, at its core, is about identity. Who we were before the flood, who are we now that the flood has happened, and who will we choose to be in light of the devastation that has touched our lives. Not only do the communities impacted by this event have to ask such questions, but the individuals involved must ask that of themselves.

Identity is a major theme in the life of elementary students. They connect with the idea of finding who they are as it relates to them as an individual, a family, a community, and from a global perspective. Each work connected with the Watermarks project has a story to share with the elementary art student, as well as a story to inspire the student to pursue a deeper understand of themselves. The lessons connected with each work are designed to explore this theme of IDENTITY. There are writing opportunities, essential questions, and studio connections. Science, math, social studies, and other cross curricular connections can be made to individualize the lessons.

An internet resource has been created to further explore Watermarks. There are links to information concerning the flood, the artists involved, and Metro Arts. There are also images of the work being created for Watermarks. The hope is that teachers can use this resource to create a unit to pursue the concept of IDENTITY, and to use local public art to inspire and challenge their students to greatness.

For more information, visit: watermarksnashville.blogspot.com/

ABOUT THE AUTHOR

Ted Edinger, Elementary Art Teacher

Ted moved to Nashville in 1997 to begin his career as an educator. He has been involved in art education in a variety of capacities at the local, state, and national levels. Blogging, curriculum development, standards writing, leading professional development, and other opportunities in addition to the day to day of being an elementary art teacher are a joy & passion for Mr. E (as he is known by most). State Standards Writing Team, State Representative for Setting the Cut Score for the Art Education PRAXIS, State Text Book Adoption Team, TN Elementary Art Teacher of the Year 2011-2012, Voted in the Top 10 Art Education Blogs 2011-2013, Session Speaker for NAEA Convention 2013 are some of the recognition Mr. E has garnered over his career thus far.

ON APRIL 30, 2010, IT STARTED RAINING...

In a 36-hour period, Nashville shattered nearly every rainfall record conceivable as the skies opened up in a seemingly never-ending torrent. During that time, an average of 14 to 15 inches fell across much of Middle and West Tennessee, with some areas getting more than 20 inches.

Out of 20 gauges that monitor river levels in Middle Tennessee, 13 showed the highest levels ever; several others were swept away by floodwaters; and some waters rose above the gauges' ability to measure water levels. The Cumberland River in downtown Nashville crested at 51.86 feet on May 2 – almost 12 feet above its flood stage.

In those two days alone, Nashville International Airport recorded 13.57 inches of rain, beating the previous monthly record for May, which had been 11.04 inches.

The Community Foundation of Middle Tennessee received \$14 million in donations from individuals and events.

Volunteers, largely organized by Hands On Nashville, donated 332,756 hours of their time to help with various recovery projects. Some 25,870 volunteers helped with cleanup and repairs.

The May 2010 flood is estimated to have caused more than \$2 billion in damage to homes, businesses and infrastructure in Nashville alone – the equivalent of an entire year's economy in the city.

Almost 11,000 properties were damaged or destroyed in the flooding. More than half of those were outside of what was considered the 100-year flood plain. **10,000 people were displaced** from their homes.

Twenty-four people died in the May 2010 flood in Tennessee, 11 in Davidson County alone. All but one of the victims were killed by being swept away or overcome by floodwaters.

2,773 businesses were forced to close temporarily or permanently because of flood damage, affecting at least 14,499 employees and costing \$3.6 billion in lost annual revenue.

Metro Public Works employees worked around the clock in the immediate aftermath of the storm to remove debris from homes and businesses. Setting up several staging areas across the county, employees removed 333,000 cubic yards of debris

NEIGHBORHOOD:
WEST HAMILTON/WHITES CREEK



EMERGENCE

Buddy Jackson | Nashville, TN.

Emergence in progress:



Artwork: cast water-impermeable concrete, 3.5' h x 8' w x 5'd

HARTMAN PARK

From emergency comes emergence, Buddy Jackson's artwork is a large face of an African-American woman emerging from the earth. This face serves as a symbol of every individual's story of danger, loss, strength and determination to push through the setbacks caused by both nature and man, emerging strong and proud from the swirling waters.

"I learned at the community meeting, that unlike other areas of Nashville, the flood is very much still in the Bordeaux community. This primarily African-American community was one of, if not the, hardest hit by the flood, the rising waters, and the aftermath of this disaster. Many homes still remain abandoned, and many people are still struggling to find resolution. I also discovered a very strong sense of pride in the community of Bordeaux, pride in how the people of the community opened shelters and help centers in areas overlooked by the system. I admire the community's determination that they will emerge from the water intact, made whole, and stronger than ever."

— Buddy Jackson

REFLECTION QUESTIONS:

- How does a face represent more than just the person it is attached?
- What do you feel the face in Emergence is “saying” to the viewer?
- How does the environment impact the art?
- How does the art impact the environment?
- Discussion questions can be done in a whole group setting or in small groups of 2 or 3 students. You know your students and the dynamic of your classroom. Both methods of discussion have value.

WRITING EXERCISE:

After displaying the image of Emergence, ask students to write 2 or 3 sentences describing their initial response to the image. Questions to lead them in their writing: What do you think this piece of art is about? Why is the art work in this location?

*Allowing for writing in the art room allows for all students to develop their ideas on art beyond just giving a select few the opportunity to share their thoughts in class. Having word banks/word walls for students to pull from will take some of the fear out of writing.

STUDIO PROJECT(S):

LESSON 1: PUTTING A FACE ON THINGS

Media: Drawing (K-5th)

Students will:

- Review portraits/self-portraits.
- Discuss objects that could represent them and why (sun, tree, car..etc).
- Create a self-portrait placing their face on their selected object.
- Finish work using teacher selected media (crayons, markers, colored pencils)
- (2nd-5th) Write a paragraph on why they selected the object they did, and how that object reflects their personality.

LESSON 2: MASKING AN EMOTION/IDEA

Media: Paper Mache (2nd-5th)

Students will:

- Discuss how people express emotion through their face.
- Group colors into emotional category's (anger= red, orange, yellow..etc)
- Create a paper mache emotion mask.
- Paint their mask to reinforce the emotion they were trying to portray.
- Write a paragraph on the emotion they chose, how their work depicts that emotion, and what would cause them to have that emotion.

LESSON 3: PHOTOGRAPHING TEMPORARY INSTALLATION

*This may not be an option for your students. Some schools do have class sets of digital cameras. If you do not have access to a class set, you can use an individual camera and allow students to photograph their own work. If this is not an option, you can have student do a drawing of their mask in the environment they have chosen.

NEIGHBORHOOD:
WEST NASHVILLE/DELRAY



ANCHOR IN THE STORM

Betty and Lee Benson | Nashville, TN.

Artist Lee Benson with Anchor in the Storm in progress:



Artwork: kiln dried wood, limestone boulder (quarried from Rogers Group, Inc. REO Stone Limestone Quarry) and anchor chain; 4' h x 7' w

WEST PARK

This piece is conceived on the ties between the West Park Neighborhood and the Rogers Group Limestone Quarry that is nearby. During the flood, a massive crevasse in a 500 foot limestone wall rechanneled 700 billion gallons of flood waters from the community's homes into the quarry.

The artists' say, *"Our work seeks to draw attention to the relationship between the West Park community and the quarry that are now inextricably linked to one another. The quarry played a lifesaving role in the event. We see the raft as a place where people can gather, sit and build community."*

— Betty and Lee Benson

REFLECTION QUESTIONS:

- What could the rock symbolize in this piece?
- Why would a raft be tied to a rock?
- How does the environment impact the art?
- How does the art impact the environment?
- Discussion questions can be done in a whole group setting or in small groups of 2 or 3 students. You know your students and the dynamic of your classroom. Both methods of discussion have value.

WRITING EXERCISE:

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STUDIO PROJECT(S):

LESSON 1: WHAT FLOATS MY BOAT?

Media: Drawing (K-5th)

Students will:

- Look at examples of waterscapes and discuss the important elements.
- (2nd-5th only) Discuss things in their life that help them get through tough/scary times, and generate a list. Of words?
- (K-1st) Create a waterscape with a boat.
- (2nd-5th) Create a waterscape with a boat that incorporates the words from the created list. The words can be placed in the water, make up the body of the boat, or the sail.
- Use teacher's choice of media to complete work (crayons, markers, colored pencils..etc)

LESSON 2: ROUGH SEAS

Media: Mixed Media (Painting/Collage) (K-5th)

Students will:

- Discuss mad, angry, confusion, and other emotions as they relate to color and art.
- Draw a stormy waterscape using the markings discussed to display their chosen emotion.
- Paint their waterscape using the colors discussed to display their chosen emotion.
- Create a collage boat to place into their art work.
- (2nd-5th) Write about their mixed media work the emotion they shared. Students will focus on describing the colors and line quality and how they represent the selected emotion.

LESSON 3: 3-D RAFT OF ME

Media: Sculpture (2nd-5th)

Students will:

- Discuss 3-D art and why artists would chose to work in 3-D rather than 2-D.
- Discuss what it means to believe in one's self, and generate a list of attributes they value in themselves and others.
- Create a 3-D raft and sail using construction paper.
- Incorporate the words they feel best reflect their positive qualities onto the raft & sail.

NEIGHBORHOOD:
BELLEVUE



BELLEVUE BENCH MARK

Craig Nutt | Kingston Springs, TN.

Bellevue Bench Mark in progress:



Artwork: approximately 4'h x 15'w x 8'd; polychrome concrete

HARPETH KNOLL PARK

Craig Nutt's work is a bench seat derived from maps of the May 2010 flood in Bellevue. A blue line atop the bench traces the riverbed of the Harpeth River as it winds through Bellevue.

Artist Craig Nutt writes about his experience participating in the Bellevue community meeting, "...flood experiences ranged from helping neighbors to the loss of family members. The participants portrayed a community that is neighborly, resolute, resilient and proud of the way they pulled together during and after the flood...not victims, but survivors."

REFLECTION QUESTIONS:

- How can functional objects still be art?
- What other functional objects have artistic characteristics?
- How does the environment impact the art?
- How does the art impact the environment?
- Discussion questions can be done in a whole group setting or in small groups of 2 or 3 students. You know your students and the dynamic of your classroom. Both methods of discussion have value.

WRITING EXERCISE:

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STUDIO PROJECT(S):

LESSON 1: MIMETIC BUILDING W/LANDSCAPE

Media: Drawing (1st-5th)

Students will:

- Be introduced to mimetic architecture, and see examples.
- Discuss the purpose of mimetic architecture.
- Brainstorm ideas for mimetic architecture, and the functions of the building.
- Review landscapes, and look at the 3 parts to a landscape (foreground, middle ground, and background).
- Create a mimetic building within a landscape.
- Write a description of the function & purpose of the structure.

LESSON 2: INNOVATION CREATION

Media: Collage (1st-5th)

Students will:

- Discuss the differences between invention and innovation.
- Review the meaning of mimetic, and make applications of the term.
- Design a mimetic innovation to an everyday object.
- Write an advertisement for their mimetic innovation.

LESSON 3: CHAIR"ISH" ME

Media: Sculpture (2nd-5th)

Students will:

- Look at and discuss examples of mimetic chairs.
- Review functional art.
- Sketch a mimetic chair designs.
- Create their mimetic chair out of paper mache.
- Write a description of their chair & why they chose the mimetic element they used.

NEIGHBORHOOD:
ANTIOCH/BLEU HOLE ROAD



LIQUID 615

Michael Allison | Nashville, TN.

Liquid 615 in progress:



Artwork: 50' w x 1'd; glass, galvanized pipe and LED lighting

ANTIOCH COMMUNITY CENTER

Liquid 615 is made up of 240 hand-blown glass drops hanging in two rows from galvanized silver pipes attached to the community center building. They are illuminated at night from within the pipe with LED lighting so that each glass drop is lit.

Artist Michael Allison says, *"The drops obviously represent the flood waters, but also the tears of the individuals in the Antioch community. The drops, especially when lit, look beautiful and encourage the community to find beauty again in this essential life giving force. When I was in the community gathering meeting, I was so struck by the relief coordinator's stories of the community's strength and perseverance after the flood in Antioch. These individual drops are all held together by galvanized, strong metal to represent this bond that held the community together in the aftermath of such tragedy."*

REFLECTION QUESTIONS:

- Why is water important?
- What can water symbolize in art?
- How does the environment impact the art?
- How does the art impact the environment?
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WRITING EXERCISE:

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STUDIO PROJECT(S):

LESSON 1: WHAT'S IMPORTANT TO ME?

Media: Drawing (K-5th) [Choice of Drawing Media]

Those things that are most important to us are like water & we could not (or would not want to) live without them. What is important to you?

Students will:

- Create a list of people, places, and/or things that are important to them.
- Select 5 items from their list and do quick sketches.
- Recreate items on water drop shaped paper (each work should be viewed as a miniature work).
- Color items using monochromatic blue.
- Glue drops on blue construction paper.
- Display projects horizontally together for impact & to mimic Allison's work.

LESSON 2: WATER BOTTLE WATER DROPS OF IMPORTANCE

Media: Paper Mache (2nd-5th) [Plaster Wraps Could Be Substituted]

Students will:

- Discuss Wants & Needs, and generate personal lists for both.
- Create graph using answers from generated lists.
- Create water drops using plastic bottles, plastic wrap, glue, tape and tissue paper.
- Write wants on one color of tissue paper, and needs on another color of tissue paper using Sharpie.
- Students will attach their wants and needs to the base coat of tissue paper.
- Suspend work using clear fishing line to create a display that appears to be falling from the sky.

LESSON 3: FILL MY CUP

Media: Mixed Media (Painting/Collage) (1st - 5th)

Students will:

- Discuss & generate lists of words of encouragement & positive personal descriptors.
- Students will take two pages and wet media safe paper, and write their words that they connect with most using a Sharpie (thin line might be best for this project).
- Use a watercolor wash to paint over their pages (each page should be a different color).
- Use one sheet of painted paper to become their background & the other to cut out a cylinder/glass shape.
- Discuss how to create the illusion of a clear glass through drawing & create their glass.
- Use colored pencils/watercolor pencils to shade & further push the illusion of a 3-D glass setting on a surface.

NEIGHBORHOOD:
PENNINGTON BEND/OPRYLAND



PIER

Derek Côté | Detroit, MI.

Pier in progress:



Artwork: 4 - 15' h windsocks on wood benches

TWO RIVERS PARK

Derek Côté's "piers" serve as benches and are intended to provide a place for visitors to stop and reflect on the beauty and physical presence of the Cumberland River. The benches are situated on a slope above the river and provide a less obstructed view of the river and the surrounding area.

The artwork's most prominent feature is a series of four, fifteen foot windsocks each custom printed with adjectives that describe both the river and/or the residents of Donelson: Respect, Strength, Spirit, Depth. These adjectives universally illustrate the river and the people of this neighborhood.

Côté says, *"The aim of this artwork is to celebrate the inherent power and peacefulness of the Cumberland River and the people of Donelson who live with the Cumberland River on a daily basis."*

REFLECTION QUESTIONS:

- Why do/don't you consider this art?
- How does the use of text enhance/hinder the impact of this piece?
- How does the environment impact the art?
- How does the art impact the environment?
- Discussion questions can be done in a whole group setting or in small groups of 2 or 3 students. You know your students and the dynamic of your classroom. Both methods of discussion have value.

WRITING EXERCISE:

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STUDIO PROJECT(S):

LESSON 1: I AM UNIQUE! (K-5TH)

Media: Drawing (Crayons, Markers, or Colored Pencils)

Students will:

- List things that they are involved with (sports, music..etc), things that they enjoy doing, and other things that are favorite things.
- Review self-portraits, and discuss their importance in art.
- Create a self-portrait that contains items that give insight to who they are.
- Students will finish the work by using crayons, markers, or colored pencils.

LESSON 2: WIND SOCK WORD PORTRAITS (2ND- 5TH)

Media: Paper Sculpture (Scrapbook Paper, Construction Paper, Drawing Paper)

Students will:

- Be introduced to the terms kinetic energy & kinetic art, and look at examples of both.
- Brainstorm adjectives that describe themselves, and selecting the top five words that best represent who they are.
- Create self-portrait word art using the adjectives they've chosen. Work will be created on 12x12 (or 9x9 if 12x12 is not available) paper. Teacher's discretion on the means drawing implement and means of coloring.
- Cut the square into a circle, and then make a cut to the center of the circle. This will allow for it to be turned into a cone shape.
- (optional) Attach streamers do the point of the cone. Discuss colors that represent moods/emotions that might best represent them.
- Create a means of hanging cone (wind sock). Display work in an area that has high "traffic" to help create movement in the art pieces.

LESSON 3: MOVING ME (K-5TH)

Media: Painting

Students will:

- Look at & discuss Dynamism of a Dog on a Leash (1912) by Giacomo Balla.
- Discuss favorite activities that have them in motion (sports, games, walking, play).
- Draw themselves in motion doing a chosen activity.
- Review painting practices.
- Paint their work in teacher selected paint/wet media.
- Write an artist statement explaining their work.

NEIGHBORHOOD:
EAST NASHVILLE



TOOL FIRE

Chris Fennell | Birmingham, AL

Tool Fire in progress:



Artwork: 12' h x 10' w, 7' diameter; welded metal hand tools, metal pipe, paint

SHELBY BOTTOMS PEDESTRIAN BRIDGE

Referencing the tremendous clean-up efforts by the community and volunteers, Fennell's sculpture, entitled Tool Fire, is a construction of hand tools over the existing fire pit next to the suspension bridge. The shape of each panel will be built from tools welded together and painted black. Fennell intends the artwork to look like "waves within the fire."

Fennell was inspired by the stories he heard from the community about neighbors pitching in to clear houses of wet drywall and carpet. They would use any hand tools they could find and would leave them piled up in the streets for the next volunteer crew to use.

REFLECTION QUESTIONS:

- How do fire and the floods connect in this piece?
- How do materials used in this piece impact its meaning?
- How does the environment impact the art?
- How does the art impact the environment?
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WRITING EXERCISE:

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STUDIO PROJECT(S):

LESSON 1: THE ELEMENTS

Media: Paper Sculpture (2nd-5th)

Students will:

- Learn about the four elements (Earth, Water, Air, and Fire) , and their use/importance in different cultures.
- Sketch the four elements, and decided which one they will chose to focus on.
- Each be given a toilet paper roll, and have access to the scrap box, scissors, and glue to create their 3-D representation of their chosen element.
- Write why they chose their element, and how their work represents it.

LESSON 2: ELEMENTS

Media: Painting (2nd-5th)

Students will:

- Look at the characteristics of each element.
- Choose an element they feel represents their personality best.
- Discuss how the elements can be represented creatively.
- Draw their element.
- Review tints and shades in wet media.
- Paint (teacher's choice of wet media) their work using the colors that best represent that element.
- Write a paragraph on how their element represents them.

LESSON 3: A WAVE OF CREATION

Media: Assemblage Collaborative (K-5th)

Students will:

- Discuss collaborative art, its importance, its challenges, and its benefits.
- Select a color family (could be tied to their element) that they will use to create a piece to the Wave of Creation.
- Attach construction paper to a toilet paper roll in a pattern using their selected color family.
- Brainstorm why art is important, and create a master list of words.
- Write why they feel art is important on their piece.
- Help to attach finished pieces together into a collaborate Wave of Creation.

ACKNOWLEDGEMENTS

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Artists:

Michael Allison

Betty and Lee Benson

Derek Coté

Christopher Fennell

Buddy Jackson

Craig Nutt

Council Members:

Buddy Baker

Anthony Davis

Duane Dominy

Jacobia Dowell

Frank Harrison

Peter Westerholm

Former Council Members:

Erik Cole

Mike Jameson

Selection Panel:

Amelia Winger-Bearskin

Anne Henderson

Brenda McSurley

Becky Stoll

Laquita Summey

Diana Johnson Wiles

Anderson Williams

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